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BULLETIN
OF THE
SCHOOL
LIBRARY
ASSOCIATION
OF
CALIFORNIA

SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA

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THE BULLETIN
School Library Association of California

VOLUME 9

NOVEMBER, 1937

NUMBER 1

INVENTORIES



Each spring school librarians spend hours and days taking inventory of their book collections and as a result long detailed sheets are made up giving such information as: "Books Added During the Year," "Books Missing or Lost During the Year," "Total Number of Books on Hand," and "Total Circulation for the Year." Results are tabulated in figures and the two columns which are apt to receive the greatest attention of principals and librarians are: "Books Missing During the Year," and "Total Circulation." Cold, black figures tell the tale. A small figure in the first column and a large figure in the second column are often the only basis for judging the success of the school library. While these facts are important and necessary, let us think for a moment of the creative job we school librarians have before us, let us think of the personal work we carry on with our readers.

In the light of such thinking would it not be a wholesome thing for us each fall, to take another kind of inventory in an attempt to determine our success as school librarians? We shall set up new column headings and shall omit tell-tale figures entirely in our findings. Our Inventory Sheets will balance only when we ourselves are convinced that our honest answers measure up to the standards we have set for ourselves.

Column I.—Is my library a center of the intellectual life of the school?

Column II.—Have I an appreciation and understanding of the books in my library through actual reading?

Column III.—Do I conscientiously strive to understand the students in such a way that no request is too trivial to demand my thoughtful attention?

Column IV.—Are library lessons so planned that students realize that books become a great source of information only when one knows how to use them?

Column V.—Is my greatest concern that of getting books and children together in a friendly relationship or merely "running a library?"

—JEWEL GARDINER, *President School Library Association*

MAGAZINES FOR YOUTH

● MAGAZINES in the good old fashioned days that our mothers recall with a bit of nostalgia were inclined to be serious affairs, full of weighty wisdom and helpful suggestions for home study and recreation. But where are the scholarly quarterlies of yesteryear? In this different world of ours our studies are planned by curriculum experts. Radio and the movies provide our entertainment, and the automobile manufacturers are doing their best to lure us away from our homes. Even old Father Time himself seems to go faster, and our reading, of necessity, becomes streamlined. We have progressed to a world of digests and picture magazines, so that he who runs may read—or at least LOOK! How well the periodical world reflects the current theme.

In a constantly increasing stream of ephemeral and often questionable reading matter, how are we to make wise selections for young readers whose taste, as we know much too well, is in the formative stage? In comparison with the many sources of information concerning books, there are very few aids to evaluation in the magazine field. And yet the magazine because of its small expense, multitudinous numbers, and frequency of appearance is so easily had. True Stories or Fancy Fiction from the corner newsstand has the same appeal to our young people as the dime novel had for their fathers and mothers, and the resulting mental indigestion needs the same remedy: a dose of good sane literature. The best we can do is to expose the student to what we believe is best in his field of interest, display it attractively, and make it readily accessible. It is a good idea, too, to provide a few tempting stepping stones to more worth while levels as we do in books. Magazines, properly used, can be good windows into the book world.

Now is an opportune time to take stock of the magazine situation, to reaffirm allegiance to some, and perhaps to discard a few prejudices. In the past few months many new magazines have sprung up like mushrooms, and in some cases have died, for the mortality among newcomers is high. Some of our old favorites have combined, and others have changed their editorial policies to a great extent. In such a constantly changing field we need a periodic appraisal.

What of some of the newer types of magazine? What of Life, that lush baby of the periodical family, scarcely yet out of the diaper stage? Is this the answer to all our years of pedagogic emphasis on and enthusiasm for visual education? Its sudden and continued popularity

is not due entirely to super-advertising. It has touched a field of interest hitherto unexploited, a field, however, of very real interest, not to be misled by superficialities nor dazzled by camera oddities. Life, so far, has been a more or less interesting experiment. It is, perhaps, a logical product of that whole series of nutshell knowledge servers that began, in a mild way, with the "Outline" books.

All of which brings us to the large and rather new field of digests. Of these there seems to be no end. We have the Science Digest, Magazine Digest, Consumers' Digest, Current Digest, Education Digest, World Digest, and on, and on. The outstanding example, of course, is the Reader's Digest, that real boon to street car riders. It has served its purpose well in providing interesting high lights of magazine literature in a compact form. In some cases it has even aroused interest in the original source. It has been a valuable time saver to those of us who can not do voluminous reading and is a whole magazine diet for those who are not fussy about having their reading slightly predigested. For the librarian with a limited subscription list this is a God-send and its inclusion in the Readers' Guide is increasing its usefulness.

Coronet is an attractive little magazine trying to popularize the field of art in the modern manner. Its size is against really effective reproductions of art treasures, but within this limitation it is excellently illustrated. Only the large libraries can have many expensive art magazines, so here again is a real aid to small budgets.

Any evaluation of magazines must take into consideration the fact that for libraries periodicals have a dual purpose. We must have magazines of permanent reference value as well as those of current interest; our bound periodical files are often our most prized possessions, and the Readers' Guide standardizes many an order list. In our zeal to keep unbroken files we sometimes sacrifice the new to the old, and this is unfortunate. Our students are thinking of the world today, and the magazine is today's interpretation. Often we need to climb out of the rut of just reordering year after year, and take a refreshing glance at the newcomers in the field in order to make our magazine collections truly representative of the time.

There are a few guideposts in this wilderness of print. About seven years ago a study was made of the most important magazines as compiled by 7000 Readers' Guide subscribers. The following table gives the first twenty in order of popularity. Although the list is old, it is interesting to compare it with more recent studies.

1. Literary Digest
2. World's Work
3. Atlantic Monthly
4. National Geographic Magazine
5. Harper's Magazine
6. Scientific American
7. Outlook
8. Scribner's Magazine
9. Good Housekeeping
10. Review of Reviews
11. American Magazine
12. Popular Mechanics
13. Century
14. Current History
15. St. Nicholas
16. Bookman
17. Ladies' Home Journal
18. Nature Magazine
19. Forum
20. Survey

Another list of particular interest to school librarians is the composite list of magazines preferred by high school pupils made from studies of Jordan and Henerson. This also is several years old, but valuable because selections were made by the students themselves. And how familiar those titles seem! Here is the list popular with students.

American Magazine, Cosmopolitan, American Boy, Youth's Companion, Pictorial Review, National Geographic Magazine, Ladies' Home Journal, Popular Mechanics, Collier's, Literary Digest, Saturday Evening Post, Harper's Magazine, St. Nicholas, Boys' Life.

A new study of real value to us is that of the "Cooperative study of secondary school standards" reported in the Wilson bulletin of June, 1937. This study represents the selections of 160 librarians in different parts of the country, and the evaluating scale is the first piece of really constructive work along this line. The following list of the first twenty magazines on the rating scale

(excluding the professional items) is given here to make comparison with the other lists easy. The whole scale is well worth some serious study by every school librarian.

1. National Geographic Magazine
2. Current History
3. Literary Digest
4. Nature Magazine
5. Popular Mechanics
6. Scholastic
7. Popular Science Monthly
8. Reader's Digest
9. Harper's Magazine
10. Atlantic Monthly
11. Hygeia
12. Scientific American
13. Review of Reviews and World's Work
14. Congressional Digest
15. New York Times—Sunday only
16. Survey Graphic
17. News-Week
18. School Arts Magazine
19. Time
20. American Observer

The survey of magazines in the Los Angeles School system made in 1936 by a committee of our library association is local in scope but a comparison with the preceding study is most interesting. Ours was a preliminary and statistical survey only, but we felt that even such a list represented the best considered judgments of some 57 school librarians, and so was really selective. The object of our survey was to clarify the magazine situation for our own information, to bring to our attention some of the newer publications, and to offer suggestions for some of the more specialized student interests. Any magazine list must always be suggestive rather than standard. The magazine committee has always emphasized what the Cooperative Study expresses;

"that a school cannot be studied satisfactorily, nor judged fairly except in terms of its own philosophy, its expressed purposes and objectives, and the nature of the pupils with whom it has to deal."

In making up the following lists from the Los Angeles survey we have included only the number of magazines subscribed to by 50% of the libraries in each group. A lower percentage than this probably represents those schools with special group requirements and local needs. One realizes how extensive these special needs can be when it is noted that the number of magazine titles on the total order list is 384, and of these only 28 are subscribed to by half of the libraries in each group.

As we compare our own lists with that of the Cooperative Study we must bear in mind that the need in English, science and current events in Los Angeles classes is being met by supplementary sets of magazines in these fields, and this has in some measure lightened the library responsibility.

Senior High School List

Number of Schools Checked, 35

| | |
|------------------------------------|----|
| Hygeia | 31 |
| Nature | 29 |
| Atlantic Monthly | 28 |
| Harper's Magazine | 28 |
| Review of Reviews | 28 |
| Scientific American | 28 |
| A. L. A. Booklist | 27 |
| Good Housekeeping | 26 |
| Literary Digest | 25 |
| National Geographic Magazine | 25 |
| Current History | 24 |
| Asia | 23 |
| Survey Graphic | 23 |
| Time | 23 |
| Congressional Digest | 22 |
| Forum | 22 |
| Popular Mechanics | 22 |
| American Magazine | 21 |

| | |
|--------------------------------------|----|
| Reader's Digest | 21 |
| Popular Science Monthly | 20 |
| Vogue Pattern Book | 20 |
| Annals of the American Academy | 19 |
| Better Homes & Gardens | 19 |
| Boys' Life | 19 |
| Bulletin Pan American Union | 19 |
| Travel | 19 |
| American Home | 18 |

Junior High School List

Number of Schools Checked, 22

| | |
|---|----|
| Nature | 22 |
| American Girl | 21 |
| Literary Digest | 21 |
| National Geographic Magazine | 21 |
| A. L. A. Booklist | 20 |
| Boys' Life | 20 |
| Travel | 20 |
| Popular Mechanics | 19 |
| Good Housekeeping | 18 |
| Hygeia | 18 |
| St. Nicholas | 18 |
| American Boy | 17 |
| Popular Science Monthly | 16 |
| Scientific American | 16 |
| American Home | 15 |
| Reader's Digest | 15 |
| School Arts Magazine | 15 |
| American Cookery | 14 |
| Industrial Arts and Vocational Education | 14 |
| Time | 14 |
| Child Life | 13 |
| Asia | 12 |
| Inland Printer | 12 |
| American Magazine | 11 |
| Better Homes & Gardens | 11 |
| Forecast | 11 |
| Open Road for Boys | 11 |
| Vogue Pattern Book | 11 |
| MRS. REBA BARTLETT, <i>Chairman</i> <i>Magazine Committee</i> Los Angeles School Library Association Librarian, Frank Wiggins Trade School | |

MISS HELEN PRICE REVIEWS THE YEARS

What are the high lights of these years of work in the Association? First and chief, the comradely working and sharing. Does any librarian keep back any good or helpful idea? Never consciously. If the idea is not shared it is merely a light under a bushel. The council meetings—especially the open meetings which were held for several years—have always been devoted chiefly to the exchange of practical ideas. And some very important things, vital to the welfare of school libraries, have had their inception in these meetings. Sometimes there have been all day or all night or even all day and all night sessions. These meetings of the Council to work out the first rough-draft of recommendations, have produced the working basis of the Association's policy in all important matters.

Another high light that shines like an airport beacon is the peace and concord that have reigned. Members of the association have been singularly tolerant and open minded. Of differences of opinion, there have been enough. These have been threshed out, sometimes vociferously, after the manner of an old time town meeting, but always objectively and without rancor, and in the end, the decision reached has been accepted for everybody in good fellowship.

This has been the spirit all along—helpfulness, an objective outlook, a concern for the good of all school libraries everywhere.

(MISS HELEN L. PRICE retired in June, 1937.)

TRIBUTES FROM HER NORTHERN ASSOCIATES TO MISS HELEN PRICE

"Scholarship and genuineness" are words that come to mind at once when Helen Price is mentioned. It is a real experience in human appreciations to have Miss Price bring out for you, from under some sequestered pile, a particular well-prized volume which she has secured for her clientele through adroit watchfulness of markets. She always sees not only the book, but just the group of students and teachers who are going to use the treasure-trove. And pamphlets! None can give pamphlets greater appreciation nor better applicability. She discovers

them as a scientist discovers a rare shell, upon a beach of shells, and she draws them forth, and makes them serve life purposes so long as they shall hold together. And then she mends them and makes them serve an immortality! And well we enjoy hearing Helen Price talk, for excellently she knows the matter of which she discourses. Many times before this, and many times again, we shall thank her.

ELIZABETH SYLE MADISON,
Supervisor of Libraries
Oakland Public Schools

When I first entered the school library "world" in California, I met Miss Price, and at once felt at home. Here was a person like librarians I had known in Illinois, Minnesota or New York,—and she even seemed to have plenty of the breeziness of my Black Hills' associates. In fact, Miss Price has all the good qualities, so we all like her, seeing in her our particular favorite excellencies which we seek for in the people we meet.

It is fine that Miss Price can give up the regular eight o'clock call to work. It would be rather nice if she would consider herself a member of any committee or meeting of us school librarians, so that we may see her, now and then, as usual. Wouldn't it? Another thought! Maybe she will now have time to drive down the Peninsula to see me!

KATHERINE D. STEELE,
*Librarian, San Mateo Junior
College, San Mateo*

It is not often that one has the opportunity of contacting and knowing a person who will leave an indelible impression of constructive thought, dynamic activity, and friendly understanding. From 1919 to 1935 this privilege was shared by students attending the University of California School of Librarianship. Sage advice, rare bits of humour, short cuts and time savers, with never ending contagious enthusiasm and vivid accounts of personal experiences often pantomimed, served to make this course an unforgettable one.

Today in the University High School Library, a day never passes but that the influence of Helen Price is felt in some way. A former student-teacher requests the leaflet written by Miss Price on the processing of fugitive materials, or a teacher remembers and asks for books

or pamphlets which were anticipated and thoughtfully supplied at some past crucial moment, or the picture and pamphlet collection is tapped by students and teachers for its rich resources. A picture collection, enlivened by gay colored mounts carefully chosen and built up through the years, which bears mentioning because of the completeness and uniformity which characterizes the collection.

And with the words of Emerson, we salute a librarian who pioneered and blazed a trail:

"Born for success he seemed

With a grace to win, with heart to hold,

With shining gifts that took all eyes."

JESSIE BOYD, *Librarian*
University High School,
Oakland

For three decades this name has meant a source of help to the student, the association member, the friend who needed advice or encouragement, and it is with a deep feeling of loss that the school librarians face the coming years without her active membership.

But Helen Price has been too great a factor in developing the association spirit to abandon us entirely, and while we rejoice in her freedom from routine, we can picture her in these busy years of retirement returning again and again as we call her from her beloved mountain trails and her sunny garden to help us with her clear thinking and wise, humorous words.

No, Helen may call it retirement, but we know she will only be the freer to carry on the generous hearted service which has come to be synonymous with her name.

MARGARET V. GIRDNER,
*Librarian, Galileo High
School, San Francisco*

The picture of Helen Price will always remain in a cherished gallery of memories. I met Miss Price for the first time in a class in School Libraries which met on Friday afternoons at four o'clock. Only a most unusual person could make a class at that hour a memorable one, yet she did that very thing. Tired were we, her students, from the trials of five days of running down reference problems, cramming Dewey numbers in our heads, verifying authors' names and erasing catalog cards, yet it required only a moment for this dynamic soul, who had herself managed a large school library all week, to make us realize the importance and greatness of the profession which we had chosen, and to see how much she was to mean to us as teacher and ad-

visor. Enthusiasm is contagious and we caught it from her. She gave us practical answers to practical problems, and we gained information we use daily in our school libraries. Days of practice work in her own library were indeed a privilege. A fine clear-thinking mind, boundless energy, enthusiasm for work and outside interests, a sense of humor and a genuine interest in the other fellow—all these qualities have made her personality one which I shall always remember. Helen Price—an outstanding person in the field of school libraries, and a real friend to her students and co-workers.

JEWEL GARDNER
Teacher's Professional
Library, Sacramento

THE POSTMEN TAKE A WALK

Driving along the broad Avenue Wilson, in Geneva, Miss Daisy Lake and I wondered if we should try to visit the library of the League of Nations. While on the usual tour of the beautiful hilltop buildings which overlook Lac Lemman, we were told by our courteous American guide that his rounds did not include the library, but he made arrangements for us to be conducted by Miss Alice Bartlett, the only American librarian of the staff of twenty-seven. Fourteen countries are represented by the librarians who speak both English and French, the official League languages, and are of member nations with the exception of Miss Bartlett. We were very fortunate indeed to have her as our guide, for she has served the League library since its inception in 1920. We were conducted through modern sound-proof corridors to the well-lighted reading rooms of the various dependents, and saw the study

cubicles for the use of students. Specially designed tables, made in Czechoslovakia, accommodate readers in many departments.

Miss Bartlett told us that it took ten years from the time of the two-million dollar Rockefeller grant in 1927 to plan and construct the building into which the library was moved ready for service in February of this year. The American touch is evident throughout both exterior and interior of the building.

We were surprised to see that the steel shelving for the million and a half books, as well as the shelving for the newspapers, was already in place, although at present the library contains only 250,000 volumes. Newspapers of important cities are kept for three months, and the most important one for each country is bound and kept in a permanent file. The Chinese librarian in charge of periodicals uses an American Kardex file. Three by five size

cards are employed in the catalog, which follows the Brussels classification.

The library's printing and binding is done in France, but we were shown a small bindery room where it will, perhaps, eventually be done.

The reference shelves were crowded with books in many tongues. Our own *Dictionary of American Biography* was among them. When we asked about the purchase of translations for the use of students, Miss Bartlett told us that they were bought only for works of great importance in the more difficult languages, the original being always preferred when obtainable.

Beautiful pamphlet files and well-arranged cupboard space for documents caught our eye as we hurried through. It was a pleasure indeed to see our Miss Coulter's name in the copy of the monthly list of League acquisitions with which Miss Bartlett presented us upon our departure. She told us also that a detailed description of the League of Nations library was to appear in one of the summer numbers of the English Library Record, which we hope you will enjoy.

C. LOUISE ROEWKAMP,
Librarian, Huntington Park
High School, Los Angeles

A CHILDREN'S LIBRARY IN NORWAY

Oslo, capital of Norway, with a population of about two hundred and fifty thousand, has an excellent public library system. The main library is located on a hill in the central section of the new part of the city. The Children's Department, consisting of three rooms, has a separate entrance from the street level. The reading room, which is the first you enter, has a beamed ceiling, low tables and chairs in dark wood, gaily covered book jackets and correct lighting, making it most attractive. There are many picture books in the room and the librarian explained that they try to sponsor world friendship by purchasing picture books from many countries. They like those from America, but find them too expensive to order in the quantity they wish. Among those she mentioned were the Hader, Flack and Petersham books.

The library rules are quite similar to ours, with the exception that children going out of town for the summer may have their books charged for the length of their vacation. One of the require-

ments of a children's librarian is that she speak several languages, including English.

The collection in the second room, used principally by the schools, consists of a pictorial geography of Norway. Models, pictures and samples of all commodities, industries and scenic wonders from the different provinces of Norway are on display. Dolls, representing people, in their brilliant costumes with miniature models of their houses, furnished as they should be and placed in proper setting, give a graphic representation of the diversified life of the country.

The third room, a model theater used for plays and story telling, seats about sixty children. The librarian considers American libraries the ultimate in library service and hopes to come to America to take a library course. I left with the feeling that they had reached a high standard in library service.

RUBY DE KLOTZ, *Librarian*
Venice High School
Los Angeles

SECOND ANNUAL STATE CONVENTION

More than a hundred school librarians and educators were brought together at the annual meeting of the School Library Association of California, held at Tulare, October 23-24.

At 11:00 A.M. Saturday morning the convention was officially opened with a meeting of the Executive Board. This was followed by a get-together luncheon. Miss Jewel Gardiner, President, spoke a few words of welcome and introduced the guests and the section chairmen for the afternoon meetings.

SECTION MEETINGS

Book Clinic

The Elementary-Junior High School Book Clinic, directed by Miss Margaret Girdner, proved to be a timely and interesting discussion centering around these questions:

1. What points are important in selecting books for children?
2. What is the material out of which children's books are made?
3. To what extent can a book be realistic without being sensational?
4. Can a book be both informational and inspirational?

Entering into the discussion were Mr. Freedman of Macmillan Company, who told of the publisher's problems, Miss Jasmine Britton, Director of the Los Angeles School Libraries, who spoke from the viewpoint of one who works with children in the schools, Mrs. Frances Clarke Sayers from an author's point of view, and Miss Doris Gates, of the Children's Department of the Fresno County Free Library.

Discussion touched all points of reading guidance. That the school librarian

is in an especially strategic position to see that no group of students was neglected, "neither the aristocratic," to quote Miss Britton, nor "the group that needs special consideration for remedial attention," was fairly well established. A hope was expressed that this discussion may be used in future meetings.

"The Library and Book Appreciation"

Practical means of attaining appreciation of books was the keynote sounded by the leader of the Senior High School section, Miss Marjorie Van Deusen. Discussion brought forth many challenging questions as to the selection of thought provoking books of positive values.

Miss Louise Roewekamp developed the topic, "Reading Guidance," through a consideration of a series of questions dealing with clarity of definitions, saneness of approach, and groups of people to be directed. Suggested evolutions of guidance included those by way of reading courses, browsing rooms, book lists, posters, book jackets, display racks, book talks, and by "what next" cards.

The goal pictured as most to be desired, was that of reaching progressively higher levels of reading, at which there is attained a true discrimination in book selection leading to a lasting enjoyment, and to a feeling of an "at-homeness" in the world of books.

Junior College-State College Section

Miss Ardel Thompson directed this section which was devoted almost entirely to a discussion of the disposal of Carnegie funds granted to several of the colleges.

Interesting reports on expenditures of these funds for the greatest need of each college were given by Miss Neal, Compton Junior College, Miss Thompson, Modesto Junior College, Mr. Evans, Bakersfield and Miss Elizabeth Ruton, Yuba Junior College.

Professional Committee Meeting

The open meeting of the State Professional Committee followed the section meetings and was called to order by Miss Elizabeth Neal.

C. F. Muncy presented a progress report on the "Survey of Secondary School Libraries." He announced that the Steering Committee would continue until the report is published in about two months. He then reviewed the principal findings of the Survey from the three chapters, "Book Collections and Material," "The Librarian and the Library Staff," and "Financing the School Library."

Banquet Meeting

The banquet Saturday evening was one of the highlights of the convention. Miss Gardiner introduced the following guests: Mrs. Frances Clarke Sayers, Miss Mabel Gillis and Miss Eleanor Hitt of the State library, Jacob Neighbor, Principal of Hanford Union High School, and Mrs. Neighbor, and the School Library Association State and Section officers. Mrs. Flora Wilder, assistant principal of Tulare Union High School, gave the delegates a cordial welcome and paid a high tribute to the work being done by school librarians.

The guest speaker was Miss Helen Heffernan, Chief, Division of Elementary and Rural Education, State Department of Education, Sacramento. Miss Heffernan, who always has a message of vital interest, chose as her subject "Is the School Librarian's Job

Creative?" She read as excellent examples of creative work, many poems written by children of different ages from various schools throughout the state.

Breakfast Meeting

At the Breakfast meeting Sunday morning Miss Gardiner presented W. B. Knokey, Superintendent Tulare Union High School and Mrs. Knokey.

Dr. Leon Carnovsky, of the Graduate Library School, University of Chicago, who was introduced by Miss Eleanor Hitt, spoke on "Certain Aspects of Children's Reading." Dr. Carnovsky's subject was based on a survey of children's reading made a few years ago in Chicago.

The results of the returns from fifteen thousand children were most enlightening. Interesting to note was the fact that the Alcott books headed the list in popularity. It was also revealed that most reading was done in the fifth grade, and the least in the first year of high school.

Business Meeting

A short business meeting consisting of Reading of the Minutes, Treasurer's Report, Report of the Committee on Resolutions, and the presentation of plans for the State Bulletin of the School Library Association, by the Editor, Mrs. Teresa Curtis Fulford, brought to a close a most successful and long-to-be-remembered convention.



WHY NOT A QUESTION BOX?

Wanted: School librarians who are curious to know how other librarians get overdue books back, instruct pupils in use of the library, train student assistants, administer tray service, etc.

While great and momentous matters such as the relation of the library to the new curriculum, certification on various levels, and reading guidance are important, it is administrative details that absorb our energy.

In each issue of the Bulletin we plan to present questions and an answer or two, on these simple but vexing everyday problems. If you have worked out a better way to select books from reviews, or to get through the morning mail, or to distribute textbooks, step forward at once. If you have any questions, or you like the idea, or you don't, please write Miss Laura K. Martin, Ventura Union Junior High School, so that we may know how this department can be conducted most helpfully. We hope it may be of real and definite value to all of us.

In response to a question about methods of handling faculty libraries, Mrs.

Anne Massey of Lindbergh Junior High School in Long Beach, sends us her solution. Each faculty member interested, buys a book from a list chosen by the librarian. The books are covered, labeled with the owner's name, and shelved together. Each teacher contributing, may borrow the other books. No date due is set, but a week is suggested as the time period. At the end of the year, the books are taken home by the teachers.

Will anyone who has worked out a different sort of faculty reading club send us information, please?—L. K. Martin.

If a group of high school students of superior calibre, interested in current literature, came to you and asked you to sponsor a reading club run on Faculty Library lines what would you do?—The Editor.

How do you get teachers to read and be familiar with the new books for young people?—A. Mackie.

Does anyone have a suggestion for speeding the routine of receiving returned books?—V. Andrew.

WE WISH TO CALL TO YOUR ATTENTION

DIX, DR. LESTER—Library in the modern high school. *Library Journal*, June 1, 1937.

The American high school of today is faced with the task of providing a liberal education for the masses. The librarian who has always been a silent partner in the teaching process should now take her place as an educator. Many curriculum problems cannot be

dealt with without her full cooperation, as a considerable part of the learning program takes place in the library.

EELLS, W. C.—Scale for the evaluation of periodicals in secondary school libraries. *Wilson Bulletin*, June, 1937.

Every school librarian should read this report of the Cooperative Study of Secondary School Standards.

GAVER, M. V.—Co-ordination of library and curriculum. *Reading and the School Library*, May-June, 1937.

The school library can enrich and supplement curriculum by supplying so supplement subject matter in the derich a harvest of books and materials of all kinds and offering so active a service that pupils and teachers alike will be stimulated to new ideas and new fields of interest.

HAAS, MARY—Library and the modern spirit. *High Points*, June, 1937.

Contemporary books touch a sympathetic chord that cannot be denied and school libraries should supply the reader with books that are winning wide audiences. It is the present world in which the student lives, and contemporary problems are those with which we must cope. The classroom teacher should make use of this modern collection just as she does of the old classics.

SPINNING, J. M.—Function of the library in the secondary school. *School Executive Magazine*, Sept. 1937.

"Discusses the importance of the library in its true value in the school program. Reports summarized data for eighty-six cities on: average number of volumes, median number of magazines, median appropriation per pupil, average circulation of books per month per pupil, time before and after school library is open, median seating capacity and library personnel."

PUNKE, H. H.—Sociological factors in the leisure-time reading of high school

students. *Library Quarterly*, July, 1937.

Does radio in the home affect the amount of leisure-time reading?

MULHAUSER, ROLAND—"What Next" cards. *Wilson Bulletin*, September, 1937.

Can "What Next" cards be adapted for reading guidance in schools?

SAYERS, FRANCES CLARK—Lose not the nightingale. *A.L.A. Bulletin* 21: 621-8, Oct. 1, 1937.

"If we let go the fashions, the theories, and the trends in reading; if we read and re-read the great books; . . . if we lose no opportunity to share with children these books that have possessed us, irrespective of their age, their seeming ability, or dis-ability, trusting in powers beyond tests and measurements . . . the power of writer, the power of our own sincere spontaneous enthusiasm, . . . if we can evoke in children a response beyond their immediate need; if we organize to accomplish these things, we shall never, never lose the nightingale."—*Excerpt*.

HORTON, MARION — Teacher-librarian cooperation. *Bulletin of the American Library Association*, June, 1937. A condensed version of this article by Marion Horton of the Los Angeles City School Library, is appearing in the October issue of the *Bulletin of the Department of Secondary-School Principals of the National Education Association*.

SCHOOL OF LIBRARIANSHIP SUMMER SESSION AT U. C. L. A.

Summer Session at U.C.L.A. for 1937 offered two advanced courses in librarianship which were "open to those who hold a college degree and have had basic instruction in librarianship or experience in the particular field."—Announcement.

The six weeks of the regular session were divided into two three-week periods—one course being given at a time for two hours a day. (An admirable arrangement!) "Library Work With Children," No. 261, was given by Mrs. Frances Clarke Sayers from the staff of the School of Librarianship at Berkeley. "School Library Administration," No. 233, was given by Miss Margaret Cleveland, high school librarian from Cleveland, Ohio.

There were fifteen students in the class on children's literature and thirteen in the class on school libraries. Of these, five took both courses. Nineteen of the students were from various places in California and four were from other states. Eighteen of the twenty-three were already holding library positions.

There were also two courses given in first year librarianship. These both covered a seven weeks period, the regular session being extended a week. Miss Della J. Sisler from the University of California School of Librarianship was the instructor in "Classification and Cataloging," No. 201-A, and Miss Edith Coulter, also of the University of California School of Librarianship gave the class in "Bibliography and Reference Materials," No. 202-A. These two classes, if taken with the two given

during the summer of 1936, constitute the first semester's work of the first year in the School of Librarianship at Berkeley.

There were forty-one students enrolled in each class (forty took both) of which thirty-three were from California, seven were from other states, and two were from Canada. Of the total number, eight were librarians, sixteen were assistants, four were library clerks and two were teacher-librarians.

Miss Della J. Sisler, Acting Director of the Summer Session School of Librarianship at U.C.L.A. felt that it was too soon to make much comment on the summer's work. She said that the first year courses have proved successful in numbers but that "it is not possible to compare the results of a short, concentrated course with the same work taken over a semester at Berkeley until the summer students come for the second semester."

As for the second year courses, it was felt that the enrollment was too small to justify repetition of the courses and "the type of advanced courses most acceptable and possible from a financial standpoint is now under study." It is to be hoped (at least by those of us who found the courses both stimulating and delightful) that some way will be found to give us more of the same sort of thing. However, as yet there is no definite information available about 1938 summer courses.

DORIS BRUSH PAYNE
Librarian, Audubon Junior
High School, Los Angeles

SCHOOL OF LIBRARY SERVICE SUMMER SESSION AT U. S. C.

If you are a teacher interested in becoming more adept in the use of your school library, or if you are a librarian anxious to perfect your technique, the summer session of the School of Library Service at the University of Southern California offers courses to meet such demands. When the school opened its classroom doors, every chair was filled by students, teachers, and librarians from many locations and with varying experiences.

Miss Alice Brooks of Drexel Institute Library School, Philadelphia, displayed versatile teaching when instructing the course on "Cataloging and Classification" and the class in "Children's Literature." This latter subject furnished especial appeal to those teachers and librarians concerned with younger readers.

Miss Elizabeth Opal Stone, Assistant Professor of the School of Library Service, University of Southern California, effectively presented the "Use of Books and Libraries by Secondary School Pupils and Teachers." The course was designed primarily to train teachers in efficient use of instructional material dependent upon an adequate knowledge of books and libraries, and was accepted as an elective by the Department of Education. This was the only course which was more valuable to the teacher than to the librarian.

"Use of School Reference Books," also taught by Miss Stone, gave oppor-

tunity for an intensive study of some one hundred seventy-five basic reference books for the school library. A project of particular interest to school librarians and teachers was carried on in this course involving a detailed study of the value of various encyclopedias for use in the public schools.

The course dealing with practical problems involved in the "Organization and Administration of School Libraries" was taught by Mrs. Mary Duncan Carter, the presiding executive in the Library School. In this course members had an opportunity to exchange points of view and attitudes regarding library policies and standards and to receive suggestions for new and vitalizing experiments in their own libraries.

Altogether, the experience of participation in the summer session courses at the U.S.C. School of Library Service is a freshening and thought-provoking stimulant. One receives expert, experienced guidance; one enlarges his knowledge in an increasingly important subject; and one establishes enriching new contacts with fellow students who have varied background experiences. Thus the school more than adequately fulfills its purpose to offer courses which will meet the needs of teachers and school librarians.

RUTH BOGARDUS

U. S. C. School of Library
Service, Summer Session
1936

HERE AND THERE AMONG FRIENDS

SACRAMENTO

Miss Katherine Leithold was transferred from California Junior High School to act as head librarian of the new McClatchy High School. With her, as assistant, is Miss Jeanette Craig, who was previously at Stanford Junior High School.

Isadore Brosin, a new member of the library group, is at Lincoln Junior High School, since Mrs. Donna Knaack was transferred to Stanford Junior High School.

Miss Carolyn Mott is now at California Junior High School and her place at William Land Elementary School has been filled by another new library member, Miss Claire Schaden.

Mrs. Gertrude Harvey, since being transferred from Washington Elementary School, is at the Theodore Judah Elementary School.

Miss Ida Kissling, another new member of the library group, is at the Crocker Elementary School with Mrs. Lulu Lavelle.

Librarians who attended the School of Librarianship at San Jose are Isadore Brosin, Ida Kissling, Lulu Lavelle, Dorothy McGee, Carolyn Mott, and Claire Schaden.

Miss Marie Lamb and Miss Jeanette Craig attended the School of Librarianship at the University of California.

Miss Jewel Gardiner also attended the University of California and is highly enthusiastic about Miss Helen Hefernan's course, The Integrated Curriculum. Miss Gardiner also assisted with the work in the demonstration school.

Miss Idabelle Craig spent the summer in Canada and Miss Genevieve Walker in New York City.

SAN JOAQUIN VALLEY

Miss Elizabeth Landrum of Fresno State College is absent on leave this year. She is studying for her M. A. at the School of Librarianship, University of California. Miss Faye Porter, U. of C. '37, is substituting for Miss Landrum.

Miss Helen Pierce, Librarian, Modesto Junior College, is at the University of Chicago on an A.L.A. Scholarship.

VENTURA COUNTY

Three school librarians whom we hope to see at our meetings this year are Miss Maybelle E. Davis, of Santa Barbara High School, Miss Dora F. Sager, of Santa Barbara Junior High School, and Miss Alice Torkelson, librarian at La Cumbre Junior High School. Miss Torkelson, who is a new appointee this year, took graduate work at the University of Chicago this summer.

LONG BEACH

Miss Katherine Scales of the Willard Elementary School is travelling abroad this year, planning to join Miss Helen Courtright, former supervisor of libraries, who will remain abroad at least another year. Miss Imogene Simpson is enjoying her first year as librarian at Willard.

Mrs. Elizabeth R. White is spending the winter in New York. Miss Anne Massey formerly of Washington

Junior High is taking Mrs. White's place at Lindbergh Junior High School.

Two new appointments are those of Miss Ruby Hayes and Miss Cora Stager, recently of the Los Angeles Public Library. Miss Hayes is in charge of the libraries at Bryant and Longfellow Elementary Schools. Miss Stager is librarian at the Jane Addams Elementary School where she is taking Mrs. Maude Klasge Herron's place. Mrs. Herron has been granted another year's leave of absence.

Mrs. Alma Fricke who has been in the Los Angeles City School Library is now librarian of Garfield and Lafayette Elementary Schools.

Mrs. Lois Hoflich of Honolulu is now librarian at Edison Elementary School.

LOS ANGELES

Miss Janice Pidduck, formerly librarian of the Ventura Junior College, has returned to Southern California from a year's study at Columbia University, where she took her master's degree in library science. Miss Pidduck is library instructor at Los Angeles Junior College where she is conducting the courses in library clerical aids.

Miss Alline Speer of Horace Mann Junior High School, dodged danger in the Orient this past summer. She just missed all the catastrophies, but enjoyed all the thrills. Due to a kind fate, she missed landslides on her return from Baguio to Manila, missed the Manila earthquake, missed the cholera epidemic and typhoon in Hong-kong, missed the war in Shanghai, although she claims she was close enough, having spent a day on the President Taft, anchored off Woosung, where she watched Japanese battleships bombard Shanghai. She missed another typhoon in Japan, and the bombing of the Pres-

ident Hoover, on which ship she returned home, perhaps nerve wracked, but not battle-scarred.

A number of other school librarians visited the Orient during the summer. From Los Angeles there were Miss Abbie Doughty of James A. Garfield High, Miss Lillian Hrubesky of John Adams Junior High, and Miss Clara Purdum of Florence Nightingale Junior High.

Seven new Los Angeles high schools opened in September with the following librarians assigned to them: Miss Annette Mackie, Susan M. Dorsey High; Miss Elsie I. Hill, Washington Irving Junior High; Mrs. Dorothy Keiser, Samuel Gompers Junior High; Miss Clara Purdum, Florence Nightingale Junior High; Miss Anne Arrants, Louis Pasteur Junior High; Mrs. Logan Keefer, Verdugo Hills High; and Miss Irma Brink, Woodrow Wilson High.

Other changes in the Los Angeles City system are the transfer of Mrs. Kate McGrew from Los Angeles High School to Mt. Vernon Junior High; the assignments of Miss Carolyn Palmer to Lafayette Junior High, Mrs. Virginia Quiette to Berendo Junior High, and Miss Ruby Kessler to Bret Harte Junior High.

PASADENA

After three years in temporary quarters, the Pasadena Junior College Library is now occupying two floors in the east front of the new administration building on the Junior College campus. To meet the needs of students taking courses during an extended day, the library is giving service four evenings a week. Miss Clara Larkin of University of Southern California, who is a new member of the library staff at Pasadena Junior College, is on duty during the late afternoon and evening hours.

BOOKS EVALUATED AT THE BOOK BREAKFASTS OF THE SOUTHERN SECTION

(Inclusion does not necessarily indicate recommendation.)

May and October, 1937

ALLEN, B.—Behave yourself. Lippincott, 1937. \$1.00. Exceedingly practical and readable etiquette book for young people. McLeod. Gr. 9-12.

ANDREWS, N.—Lost "Chicken Henry." Morrow, 1937. \$2.00. A sequel to "Jerky." A rather fine plot marred by exceedingly ungrammatical language, not good enough to be considered dialect. Rejected for all schools. Andrew & Payne.

BATES, H. E.—Through the woods. MacMillan, 1936. \$3.00. Beautifully written descriptions of English woodlands. 73 wood engravings. Limited in appeal, but recommended if funds permit supplementary material for art departments. O'Connor. Gr. 11-J. C.

BOND, F. F.—Give yourself background. Whittlesey House, 1937. Advice and methods for acquiring culture and knowledge. Good popular guide to self-education. Kemp. Gr. 11-J. C. and Faculty.

BOWMAN, H. and DICKINSON, S.—Westward from Rio. Willett, 1936. \$3.00. An account of a trip by train, automobile, boat, burro, airplane and on foot from Rio de Janeiro to Lima. Outstanding linoleum block illustrations. Perhaps not factual enough for social studies use, but of interest to Spanish classes and to the art department. Fulford. Gr. 11-J. C.

BREWSTER, D., ED.—Book of contemporary short stories. MacMillan, 1936. \$2.50 Editor's intention was to show the contrast between stories written

from the ivory tower of detachment and those written within sound of the conflict of the square. Appendix on writing the short story by Lillian Barnard Gilkes. Roewekamp. J. C.

COOLIDGE, D.—Death Valley prospectors. Dutton, 1937. \$2.50. Rambling, disconnected, uneven in quality. Not recommended for school purchase because of poor literary style. Reagan.

COWLES, F. A.—1001 sandwiches. Little, 1936. \$2.00. A new edition of the old 700 sandwiches. General directions are followed by 15 chapters on different kinds of sandwiches. The more elaborate types would require an unusually well-stocked larder, but there are enough good suggestions for the casual sandwich maker to make the book worth the money. Folger. Gr. 7-J. C.

DENT, E. C.—Audio-visual handbook. Society for visual education, 327 S. LaSalle St., Chicago. Paper \$1.25, Cloth \$1.75. Gives the sources of visual education materials and instructions in their use. Haworth. Faculty.

Eulalia, Infanta of Spain. Memoirs of a Spanish princess; tr. by Phyllis Mé-gros. Norton, 1937. \$3.50. An aunt of Alphonso XIII paints a vivid picture of the class which controlled Spain before the republic. Anecdotes throw fresh light on men and events. Clapp. Gr. 10-J. C.

FRAZER, J. G.—Aftermath, a supplement to the Golden bough. MacMillan, 1937. \$3.00. Completes the Golden bough, depicting the panorama of life. Author's intention is to warn his fellow men of the snares and pitfalls their predecessors experienced. Obscure for the immature mind. Folger. Large college libraries.

HOPE, S.—Smugglers' gallows. Scribner, 1937. \$2.50. An exciting historical tale of the Battle of Trafalgar. Taylor. Gr. 8-11.

LAIRD, D. A.—How to use psychology in business. McGraw-Hill, 1936. \$4.00. A readable, popular, non-technical book written for the average business man. Not specific enough to be successful for class use. Not recommended for school library purchase. Folger.

LOCKHART, B.—Return to Malaya. Putnam, 1936. \$3.00. A rather dull collection of personal reminiscences. Contains some information on Indoesia, but it is scattered and brief. Payne. Not recommended.

MCADOO, E. W.—The Woodrow Wilsons. MacMillan, 1937. \$3.50. A charming, simply-written, sentimental chronicle of the family life of the Wilsons by the youngest daughter. Clapp & Kemp. Gr. 10-J. C.

MACFARLANE, K. J.—Divide the desolation. Simon & Schuster, 1936. \$2.50. Well-written, interesting novel about the brilliant, restless Bronte family in which Emily plays the leading role. Kemp. Gr. 12-J. C. Faculty.

MORRISON, L. P.—Lost Queen of Egypt. Stokes, 1937. \$2.50. An absorbing, beautifully written story, laid in the Egypt of Tutankhamen. English. Gr. 8-11.

NATIONAL HEALTH COUNCIL.—National health series. Funk, 1937. 20v. \$.35 ea. Helpful and authoritative information about various aspects of personal and community health. Approach is non-technical, yet scientific. Includes such topics as Your mind and you, What you should know about eyes, Cancer, Adolescence, etc. Valuable for senior high and J. C. in spite of drawback due to the small size of the volumes. Van Deusen. Gr. 10-J. C.

SACHS, B.—Keeping your child normal. Hoeber, 1936. \$1.50. Pleads for moderation in the use of psycho-analysis of the very young. For laymen or for teachers who did not cover the field in psychology courses. Roewekamp.

SAROYAN, W.—Little children. Harcourt, 1937. \$2.50. 17 simply-written stories, with an autobiographical tendency. More than half are devoted to California episodes of childhood or adolescence. Kemp. Faculty.

SIMS, B.—Trailer home; with practical advice on trailer life and travel. Longmans, 1937. \$1.50. The advantages and pleasure of trailer ownership and travel. Much practical information. Clapp. Gr. 9-J. C. and Faculty, if needed.

SMOLKA, H. P.—40,000 against the Arctic. Morrow, 1937. \$3.50. A matter-of-fact and unprejudiced account of Russia's far-flung settlements on the Arctic coast. A travel book with no attempt at political interpretation. Payne. Gr. 9-J. C.

SPICER, D. G.—Book of festivals. Woman's press, 1937. \$3.00. Festivals and holidays of each country of the world briefly and interestingly described. Valuable material on the calendars of the world as well as helpful and practical bibliographies. Van Deusen. All grades.

STACKPOLE, E. A.—Privateer ahoy! Morrow, 1937. \$2.00. A swiftly moving, exciting tale of the war of 1812 as fought by the privateers off the coast of New England. Payne. Gr. 7-10.

SUMPTION, L. L. and ASHBROOK, M. L.—Cookies and more cookies, recipes from many nations. Manual arts press, 1936. \$1.75. A collection of international cooky recipes resulting from a life-long hobby on the part of the authors. Folger. Gr. 7-J. C.

VAN DOREN, C., ED.—Borzoï reader. Knopf, 1936. \$3.50. An anthology of 1056 pages chosen from outstanding Knopf publications. Contains 5 novels, a play, a biography, essays and poems. Fulford. Faculty.

WELLS, H. G.—Croquet player. Viking, 1937. \$1.25. Although it may not be actually pernicious this psychiatric study of the development of fear, if taken seriously, would hardly be wholesome and constructive. Roewekamp. Adults.

WIEMAN, R. W.—Popularity. Willett, 1936. \$1.00. Common sense advice to students and their leaders on the special problem of desire for popularity and the difficulties which arise in the strug-

gle to achieve it. Kemp & Folger. Gr. 11-J. C.

WILLIAMS, W.—Dusk of empire; the decline of Europe and rise of the U. S. as observed by a foreign correspondent. Scribner, 1937. \$3.00. A foreign correspondent of the N. Y. World records his experiences after 25 years in Europe. Readable and interesting, but does not compare with Gunther's "Inside Europe" for shrewd and critical analysis. Clapp. Gr. 11-J. C.

WILSON, N. C.—Silver stampede; the career of Death Valley's hell-camp, old Panamint. MacMillan, 1937. \$3.00. The opening of Death Valley mines related with some glamour and considerable realism. The latter might prove detrimental to the young. Folger.

U S E F U L A I D S

ROOS, JEAN CAROLYN, comp. What shall we read next?: a program of reading sequences. Reading for background.

No. 2. H. W. Wilson Co. 35c.

"The purpose of the list is to assist in the reading guidance of young people from fifteen to nineteen years of age" . . . Each central book listed was selected to represent a definite interest. Should be very helpful in connection with *What Next Cards*: see Wilson Bulletin, September, 1937.

KRONENBERG, HENRY—Pamphlets on public affairs for use in social studies classes. Bul. no. 8. National council for social studies. 50 cents.

A carefully selected list. Factors considered in making the selection for inclusion were, recency of material, low-cost, availability in reasonable quantities, usefulness to young people, and freedom from bias. No government publications are listed.

PUBLIC AFFAIRS PAMPHLETS. U. S. Department of the Interior. Office of education. Bulletin 1937, no. 3.

No attempt was made to evaluate contents. All points of view are represented. Brief annotations. Low cost, availability in sufficient quantities, and a length of not less than ten pages were required for inclusion.

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